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RECENT CAESAR LITERATURE

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A criterion of the interest manifested in an author is usually to be found in the extent of the literature bearing on the study and interpretation of his works. By this criterion the interest which the immortal *Commentaries* of Caesar awaken is still unflagging; his powerful personality still holds its wonted sway in the minds and hearts of men.

Since 1901 no less than six new school editions of Caesar have appeared in the United States. They are the following:

CAESAR'S COMMENTARIES ON THE GALLIC WAR. With Introduction, Notes, and Vocabulary. By Albert Harkness and Charles H. Forbes. New York: American Book Co., 1901. \$1.25. (An edition of Books I-IV is also published.)

CAESAR'S GALLIC WAR. With Introduction, Notes, and Vocabulary. By J. H. Westcott. New York: D. Appleton & Co., 1902. \$1.25. (An edition of Books I-IV is also published.)

CAESAR'S GALLIC WAR, Books I-IV. With Introduction, Notes, and Vocabulary. By Charles E. Bennett. Boston: Allyn & Bacon, 1903. \$1.

CAESAR'S GALLIC WAR. With Introductions, Notes, Appendix, and Vocabulary. By Harry F. Towle and Paul R. Jenks. New York: University Publishing Co., 1903. \$1.25.

CAESAR, EPISODES FROM THE GALLIC AND THE CIVIL WARS. With an Introduction, Notes, and Vocabulary. By Maurice W. Mather. New York: American Book Co., 1905. \$1.25.

CAESAR: THE GALLIC WAR. With Introduction, Notes, and Vocabulary. By A. L. Hodges.¹ New York: The Macmillan Co., 1906.

The publishers naturally claim for each of these editions some feature of surpassing excellence, and the individual teacher must

¹The reviewer has not examined this edition, since at the precise moment of writing this article the book was just issuing from the press.

decide for himself which one he personally finds of most pedagogical help. It would thus be useless for the reviewer to range these editions in order of excellence as he judges them, for the one with which he might accomplish most in the classroom would prove entirely inadequate for the purpose of another teacher. Professor Bennett's edition contains merely the first four books, the only part of Caesar of which many Latin pupils unfortunately ever have any knowledge. This is a condition of things which an abbreviated edition encourages, especially if it costs less than competing editions. Professor Bennett's notes are always judicious and suggestive. The characteristic feature of Professor Westcott's edition is that it is addressed in a simple, attractive manner to the struggling youth whose taste for Latin and whose sense of literary style are likely to be fundamentally formed or forever despaired of during this second year of Latin study. The notes and introduction of this edition are not coldly impersonal, couched merely in erudite and high-sounding phrases, but the boy who reads them will feel that he is in touch with the personality of the editor, that the editor is talking to him and instructing him. This is as it should be. A school edition of Caesar, like any other schoolbook, should be edited for the pupil, not for the teacher.

The Towle and Jenks edition differs from others in having a grammatical appendix containing the grammar which the pupil needs in the preparation of his Caesar lesson. This innovation is based on the supposition that the method of referring the pupil to a separate grammar for grammatical constructions is a failure, and that the pupil will not look up references unless he is compelled to do so. The vocabulary of this edition cites the passages in the text where a given word has a special meaning. This may save time and mental effort for the pupil, but it is always open to the objection that the pupil is in danger of getting either a wrong conception, or no conception at all, of the real meaning of the word. The edition of Professors Harkness and Forbes is an excellent one. The topographical commentaries and maps, however, are not always based upon recent discoveries, as, for example, the site of the battle with the Helvetians, or the scene of Caesar's defeat of Ariovistus.

Especially worthy of commendation is the edition of selections

from the *Gallic* and *Civil Wars* by Dr. Mather. The most interesting parts of both wars are included. The campaign against Ariovistus is omitted, as is the defeat of the Belgians, and some passages in the last three books; but in the later books the two expeditions to Britain, the interesting chapters on the customs of the Gauls and Germans in the sixth book, and the engagements at Gergovia and Alesia are retained. The recommendation to read parts of the *Civil War* is timely and altogether worthy of approval. The Latin is not too difficult, and the student will have the satisfaction of reading a document of great historical importance. The selections from the *Civil War* are mostly from the third book, describing the dramatic struggle between Caesar and Pompey. The notes with frequent topographical references are unusually interesting, and the pages of the text and introduction are brightened by appropriate illustrations.

Besides these new volumes, the Allen and Greenough edition was entirely re-edited in 1904, and in the following year Professor Kelsey's widely used Caesar passed into its fifteenth edition. The revision in 1905 by Francis H. Lee of Professor Stuart's edition of Caesar's *Gallic War*, Books I-VII (Hinds, Noble, & Eldredge), can not be recommended. The notes are scanty and perfunctory, with no topographical references and only a few arid allusions to the life and conditions of the times. The full-page illustrations (for example, the Mausoleum of Hadrian, and the Claudian aqueduct), while clear and interesting, are manifestly inappropriate.

C. IULI CAESARIS COMMENTARIORUM; Pars Prior qua continentur Libri VII De Bello Gallico cum A. Hirti Supplemento; Pars Posterior qua continentur Libri III De Bello Civili cum Libris Incertorum Auctorum De Bello Alexandrino Africo Hispaniensi. Rec. R. Du Pontet. 2 vols. Oxford, 1901. (Scriptorum Classicorum Bibliotheca Oxoniensis.)

This is the latest critical edition of Caesar. In his valuation of the manuscripts Du Pontet holds that those of the α -class are superior to the β -manuscripts. He thus returns to the position of Nipperdey.

CAESAR'S CONQUEST OF GAUL. By T. Rice Holmes. London and New York: Macmillan & Co., 1899. \$6 net.

This book is a mine of information on the interpretation of the *Gallic War*, and a copy of it should be in the library of every secondary school throughout the land, to be used diligently by both teacher and pupil. It is written by a man of military training and experience, whose examination of all important Caesarian literature has been thorough and intelligent, whose criticism is fair-minded, and whose judgment is sound. Mr. Holmes was convinced from his own experience that Caesar's text is not generally taught as it should be; that the *Gallic War* does not leave with the average boy or girl the impression of what it really is—a masterpiece of terse, vigorous writing, an historical document of first rank. His object, therefore, is

to relieve the weariness of the school boys, whose lot it is to flounder in ceaseless conflict with the ablative absolute through the pages of the *Commentaries*; to help them to realize that those pages were not written for the purpose of inflicting mental torture, but were the story of events which really did happen, and many of which rival in interest the exploits of Cortes or of Clive.

The book, therefore, embodies the true spirit of the times. The author's style is delightfully entertaining. This is no dry summary of facts merely, but from the first word of the preface to the end of the last excursus on the spelling of Celtic names, more than 800 pages, the reader's attention is held with unflinching interest. Without question this work is the most important contribution to the interpretation of Caesar's *Gallic War* that has appeared since Napoleon's *Julius Caesar*.

The contents are subdivided into two parts, the first summarizing the narrative of the Gallic campaigns, the second providing an exhaustive commentary, textual, ethnological, geographical, social, political, religious, military, and topographical. The first part is not a translation of the *Commentaries*, but rather a paraphrase, a detailed account of those stirring events that mark the dawn of history in northern Europe. It is based mainly on Caesar's own words, of course; but whatever light, dim though it is, is shed upon the period by Plutarch or Suetonius, by Dion Cassius or Florus or Orosius, is utilized. The whole, as described by Mr. Holmes's facile pen, is as absorbingly interesting as any novel, and I wish that every high-school pupil might read it before preparing his lesson in the original. I should have no fear that such a summary would give him undue

assistance; rather it would stimulate his interest and make the characters of Caesar and Labienus, of Ariovistus and Dumnorix and Diviciacus, living characters, and he would begin to see sense in it all. The melancholy story of the Helvetians moving westward—men, women, and children—to leave their cramped quarters and settle on the fertile plains of the Charente, should have a new meaning to thinking boys and girls who read Caesar for the first time; for it would paint for them, if only in outline, a picture of those ceaseless western migrations which were going on long before history began to be written; while the scene of Ariovistus and Caesar standing upon the hill of Plettig holding the first recorded interview between Roman and Teuton; or the account, the first one in history, of the Roman army crossing the British Channel and landing on the shores whence sprang our own ancestors; the story of Caesar's experiences in a land where English-speaking people now wield authority—all these things should fill a young student's mind with a living, throbbing interest that would go far to solve the problem which the study of the classics now has to face. This is no impractical dream of the "specialist," but it is a result even now realized in many schools where inspiring, practical teachers strive to do something more than draw a salary. Unfortunately, there are many more schools where the *Commentaries* of Caesar are rarely used in education, and where they serve as a "mere whetstone for gerund-grinders." But Mr. Holmes's book will help to counteract this tendency. Throughout the first part, as elsewhere, the author calls to his aid his valuable experience in modern military warfare. The result is that his descriptions read like those of an eyewitness; they seem to detail as happening yesterday events that occurred nearly twenty centuries ago.

The narrative is provided with seven double-page maps. While this number is not large, it includes all the important battle-sites. These plans are clear, contain sufficient modern topography, and show the heights in meters above sea-level. Thus the topographical and tactic features of the campaigns receive due emphasis. I am convinced that if carefully made, neat plans are put upon the black-board from day to day, with the opposing forces indicated by different-colored chalk (red, for example, to mark the position of the

Romans and yellow for the Gauls), and if the teacher will himself study the strategy of each engagement, and reveal to his class the meaning of movements and counter-movements like a game on a checker-board, there will be no end of interest in ancient tactics of war. Many significant parallels may be drawn by the way between modern and ancient warfare, and many points of dissimilarity between ancient and present-day methods of fighting may be pointed out, such as the artillery, the improvement in transportation facilities, the commissariat, and the use of the spy-glass. This study of the strategy of the Gallic War is a chief means of awakening and sustaining interest in Latin at a very critical period. Many lessons in life may incidentally be inculcated in the course of such a study, as, for example, making the most of one's resources, caution, or the value of a defensive attitude. Other sides of Caesarian study also should receive attention of course, *in primis* the literary value of the *Commentaries* as a piece of masterly description, and the personality of the great leader who introduced Roman civilization to the northern nations. The objection should not be raised that one can not do all this and teach the language, the syntax, and the inflections. I believe that it can be done better in this way; for the pupil will thus read more intelligently, and if he reads intelligently, he will read faster and with more appreciation. What is needed, after all, is well-trained and appreciative teachers.

In Part II many questions are answered that relate to the text of Caesar, and to the peoples and towns mentioned in the various campaigns—just such questions as any high-school boy might ask. For example, the first note is: "When did Caesar write the *Commentaries* on the Gallic War, and when were they published?" A great deal has been written about the credibility of Caesar's narrative, some critics charging Caesar with a desire to put the best construction upon unconstitutional or unrighteous acts, to magnify his own exploits, and to conceal everything that might injuriously affect his reputation as a general. Nearly seventy pages are devoted to a consideration and refutation of these charges.

The ethnology of Gaul, a discussion of the races living in Gaul, occupies another eighty pages. A large section (nearly two hundred pages) is devoted to geographical and topographical considerations.

Here the teacher or student may find information on the identification of the sites of Alesia or Bibracte; of Itius Portus, Gergovia, Aduatuca, Cenabum, Avaricum; of the location of the Nervii, the Tigurini, the Treveri, and the Aedui. A vast amount has been written on these subjects. To gather together this voluminous literature, to sift it, and to summarize it so that it reads entertainingly is, indeed, a great service. Everywhere throughout the book copious footnotes are given, so that he who wishes may test the fairness of Mr. Holmes's summaries.

A section follows dealing with social, political, and religious aspects of Gallic civilization, with excursions on such subjects as the Gallic *nobiles*, the Druids, and democracy in Gaul. Military antiquities are treated fully. Does the teacher wish to know the proof for our knowledge of the numerical strength of the legions, or who were the centurions of the first rank, or to understand the composition of Caesar's cavalry, the rations, the fortification of the camp, the *agger*? He will find such information here stated concisely and interestingly.

Finally a long section (two hundred pages) discusses troublesome points in the interpretation—the routes open to the Helvetii, the length of Caesar's march from Vesontio against Ariovistus, the battle with the Nervii, the place of Caesar's first bridge over the Rhine and its mode of construction, the Gallic wall, and seventy-five other essays, some short, some long, but all exhaustive. An interesting letter is printed in the introduction detailing methods of excavations employed by Colonel Stoffel, who investigated many Caesarian sites. Inquiring minds may wish to know how, after a lapse of two thousand years, it is possible now to identify unquestionably the site of one of Caesar's camps. This letter supplies the information.

This, then, is the plan of the book. It is a *vade mecum* for every teacher of Caesar, and while there are conclusions on which scholars will not agree with Mr. Holmes, points so detailed that we could hardly enter into a discussion of them here, the volume may be recommended as reliable and inspiring.

HELPS FOR THE TEACHING OF CAESAR. By G. Lodge, H. H. Hubbell, and W. F. Little. *Teachers College Record* III (May and September, 1902), pp. 1-141.

This may justly be regarded as a worthy supplement to the work of Mr. Holmes, since it deals with the stylistic and syntactical aspects of Caesar's writings—a subject which lies outside the province of the latter book. The "Helps" are presented in four sections. The first is introductory. It reviews the attitude of teachers in recent years toward the selection of reading-matter for second-year Latin. The writer (Professor Lodge) favors the retention of Caesar—as, for example, with the second book—on the ground that a break in the continuity of narrative is fatal to sustained interest. He discusses the qualifications of secondary Latin teachers, their often inadequate preparation, and the books with which they should be familiar (Mommsen, Merivale, Fowler, Froude, Boissier, Napoleon, Holmes, Dodge).

The second section, "Studies in the Vocabulary of Caesar," will be of practical help to a teacher in determining what words a pupil should know at the close of the second year. Lists of words are prepared, classified as to parts of speech, and so arranged as to show their comparative frequency in the *Commentaries*. It appears from this study that there are about 2,600 different words in the *Bellum Gallicum*, of which 788 are used but once, and 614 occur but two or three times. Caesar's actual working vocabulary was between 1,200 and 1,300 words only. His vocabulary is shown to be concrete rather than abstract; verbs abound, as might be expected in a narrative so full of action. Then follow studies in the syntax of Caesar.¹ This is an attempt to gather together in groups the prominent features of Caesar's syntactical usage. The writer is able thus to point out the uses of the genitive, of the ablative, of the subjunctive, which occur most frequently in Caesar. The teacher can, therefore, see what he should emphasize in the daily recitation. It is not worth while to burden the pupil's mind with constructions which are met with once or twice only in the entire seven books of the *Gallic War*.

Finally Professor Lodge closes this useful pamphlet with some interesting and pointed remarks on the literary interpretation of Caesar. He calls attention to Professor Bennett's indefensible

¹ A brief comparative study in syntax is made by J. Lebreton, *Caesariana syntaxis, quatenus a Ciceroniana differat* (Paris, 1901).

charge (*Teaching of Latin*, pp. 112 ff.) of a lack of interest in the narrative of Caesar. Later (p. 117) Professor Bennett effectively, though candidly, controverts his own position by saying that many pupils find Caesar possessed of a positive human interest *per se*. Professor Lodge points to the pictorial and imaginative element in Caesar, the rapid description and character-sketching, which enliven and embellish many pages of the *Commentaries*. Numerous illustrations are given.

PORTRAITURES OF JULIUS CAESAR: A MONOGRAPH. By Frank J. Scott. New York: Longmans, Green & Co., 1903. \$5 net.

Although possessing great human interest, the study of ancient portraits is most elusive because of the difficulty of absolute identification. There are comparatively few men of antiquity, barring the Roman emperors, whose features we are able to identify beyond all question in existing portraits. Our sources of information consist chiefly in coins, occasionally also in inscriptions, mosaics, historical groups, and descriptions in extant literature.

The authority for the identification of the likenesses of Julius Caesar consists chiefly in coins. Guided by these and by literary accounts of the dictator's personal appearance, scholars have fixed upon certain portraits which they suppose to represent him. In the work before us Mr. Scott has gathered together over eighty portraits. It is practically certain that they do not all portray the great commander,¹ but the author of the book has rendered a service in presenting within two covers a list and description of so many supposed copies. An especially interesting exhibition is the view (Plate XII) showing fifteen of the notable busts of Caesar ranged side by side, so that one may compare striking physiognomic peculiarities. The book, which is illustrated with thirty-eight full-page plates and forty-nine cuts in the text, will appeal to the general reader, and may possibly be used to advantage in the schoolroom. While an artist and possessing a correct sense of proportion, Mr. Scott is not always

¹ An interesting iconographic study is made by Professor Jesse B. Carter in the *Princeton University Bulletin* XIV (1903), pp. 55, 56. The conjecture is there offered that the well-known basalt head (Berlin Museum, No. 291, figured in Mr. Scott's book, Plate XXV), supposed by some to represent Caesar, is in reality a portrait of Virgil.

scholarly in his methods or conclusions, and there are frequent slips in diction and fact that will shock and grieve the classicist. Those interested will find an article also on "The Likenesses of Julius Caesar," by John C. Ropes, in *Scribner's Magazine* for February, 1887, which is subject to a similar criticism.

In an article entitled "Caesar's Rhine Bridge," in the *Classical Review* XVI (1902), pp. 29-34, J. H. Taylor advocates a simple and natural mode of construction, one which follows Caesar's explicit directions for the building of the famous bridge. Most critics have reconstructed it as *they* thought Caesar might or could have built it, not as he actually says he did. Nearly every detail is noticed by Mr. Taylor. The *fibulae*, he supposes, were poles six or seven feet in length placed in the acute angles between the up-stream *tigna bina* and *trabes*, and in the obtuse angles between the down-stream *tigna bina* and *trabes*; the ends of each pair of *fibulae* which projected beyond the *tigna* on either side of the *trabs* were then firmly lashed together. With this arrangement it would be true that "as the force of the current waxed stronger, the timbers of the bridge were more firmly bound together." Other notes on the reconstruction of the bridge will be found in *Classical Review* XIII (1899), pp. 407-9 and 462.

The best and fullest commentary on the events of the seventh book and their political significance is to be found in

VERCINGÉTORIX. By Camille Jullian. 2d ed., 406 pp. Paris, 1902.

This work treats in a most entertaining manner of the country, people, religion, and government of the Arverni, of the personal character and career of Vercingetorix, of the events at Gergovia and Alesia, and of the final subjugation and Romanizing of Gaul. Ten plates illumine the text. A companion volume is

GALLIA: Tableau de la Gaule sous la domination romaine. By Camille Jullian. Paris, 1902.

There is a revival of interest in the Gallic sites which figured in Caesar's *Commentaries*. Alesia, it is reported, is to be completely excavated. On the east end of the plateau of Gergovia and in a public square of the neighboring city of Clermont-Ferrand local pride has lately erected monuments to the memory of the first great Gallic

leader, Vercingetorix. An interesting guide-book recently written for Bibracte (modern Mont Beuvray) is

L'OPPIDUM DE BIBRACTE: Guide du touriste et de l'archéologue. By J. Déchelette. 79 pp., with 1 map, 1 plan, and 27 cuts. Paris, 1904.

This is a brief history of the excavations carried on by M. Bulliot in 1867-95, while in the following,

LES FOUILLES DU MONT BEUVRAY DE 1897 à 1901. By J. Déchelette. 189 pp., with 26 plates. Paris, 1904,

we have an account of the excavations made since M. Bulliot's activity. It contains descriptions of the iron-molder's shop, the bathing establishment, houses, coins found from 1867 to 1898, and other interesting remains. Gallic coins to the number of 1,033, and 84 Roman coins, were discovered. Of the latter 54 were of the time of Augustus. With these books should be associated the delightful volume, THE MOUNT AND THE CITY OF AUTUN. By P. G. Hamerton. London, 1897.

In the monograph,

BIBRACTE: EINE KRIEGSGESCHICHTLICHE STUDIE. By H. Bircher, 28 pp., with 3 plates. Aarau, 1904,

sixteen pages are devoted to an interesting account of Bibracte as revealed by the excavations. This is followed by a new explanation of the movement of forces at the battle between the Romans and Helvetians (*Bell. Gall.* i. 24-27). In order to explain the troublesome *latere aperto* (see Holmes 614-17), Bircher supposes that when the Helvetians, *vulneribus defessi* (chap. 25), began to retreat, they did not flee northward, but toward the southwest; that is, that the *mons* in question was not the elevation on which Montmort is located, but the slope south of the Auzon. By this plan, when the Romans pursued the Helvetians, the Boii and Tulingi, advancing straight eastward, attacked the enemy on the right (unprotected) flank. This would seem an easy explanation, if it were not for Caesar's descriptive *circumvenere*. This can be taken in a literal sense only, and can mean nothing with Bircher's plan. Stoffel's arrangement fits the conditions better, and better accords with the topography of the place. As the Romans followed the fleeing Helvetians northward, the for-

mer's unprotected side was toward the east. The Boii and Tulingi, therefore, in order to attack them *latere aperto*, were compelled to pass around the Romans' rear.

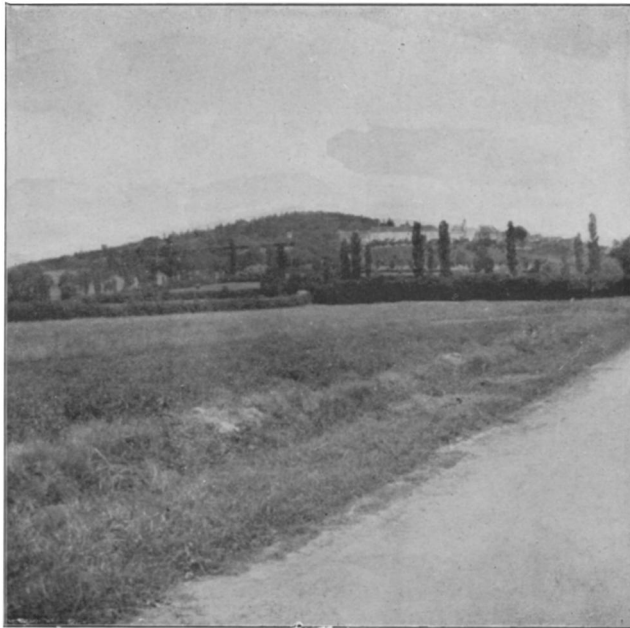
Another work which discusses the same battle topographically and defends Caesar's credibility is

DIE GLAUBWÜRDIGKEIT CAESARS IN SEINEM BERICHT ÜBER DEM
FELDZUG GEGEN DIE HELVETIER. By Fr. Fröhlich. 39 pp.,
with 4 maps. Aarau, 1903.

A new theory for the location of the battle described in *Bell. Gall.* viii. 57-62 is advanced in "La Bataille de Paris," by H. Siegler-schmidt, in the *Revue archéologique*, 1905, pp. 257-71. The Gallic camp is placed at St. Cloud and the Roman camp exactly opposite on the other side of the river. See Holmes's map, facing p. 129.

The famous silver vase which was discovered in 1862 in one of the trenches of circumvallation at Alesia is now adequately published in *Monuments et mémoires* (Foundation Piot) IX (1903), pp. 179-188, Plate XVI. It is figured also in Kelsey's *Caesar* (fifteenth edition), p. 246.

An effective means in the hands of a well-informed teacher, of increasing pleasure and profit in reading Caesar, is to be found in a series of excellent photographs of Caesarian sites, taken by Principal George R. Swain, of Bay City, Mich. In the summer of 1899 Mr. Swain visited all the most important localities mentioned in the *Commentaries* and took representative views of each, keeping constantly in mind the needs and interests of high-school pupils. About two hundred and fifty photographs were taken. In a recent catalogue, which anyone may obtain by applying to Mr. Swain, these views are classified by sections of the *Gallic War*. For example, chaps. 21-29 of the first book are illustrated by twenty-four views. Four of these show Mont Beuvray from almost every side. Others show the place where the Helvetians encamped, the slope down which Caesar drove them, and the site of the final struggle around the baggage. In other interesting views we see the hill of Plettig, where Caesar met Ariovistus for the conference; a panorama of the battlefield where Roman met Teuton; the site of the conflict with the Belgians, and the bridge at Berry-aubac; high hedges in the territory of the Nervii; the Rhine where Caesar



By permission of the editors of the School Review.

WEST END OF ALESIA,¹ FROM THE PLAIN OF LES LAUMES

¹ This view was taken by the writer in July, 1904. See the *School Review* XIII (1905), 139-49.

probably crossed; the chalk cliffs of Dover; Gergovia and vicinity from many points of view; Alesia and surrounding country. Any pupil must be dull, indeed, who fails to respond with enthusiasm to the teacher who shows and explains these photographs intelligently. They will quicken interest in the study of Caesar. Much, however, depends upon the instructor in charge. It is not enough for him to say merely, "This is Bibracte." He must also interpret it in its ancient and modern relations. The successful use of these photographs, as of other illustrative material, will cause many teachers to inform themselves on an interesting phase of their subject, the topographical phase, which doubtless they have not had opportunity to study. Most schools will not find it difficult to acquire a representative selection at least of Mr. Swain's views. Schools possessing a stereopticon lantern may secure slides also. Apropos of this, the teacher's attention is directed to "The Stereopticon in Secondary Teaching," by George R. Swain, in *School Review* X (1902), pp. 146-53; "In the Footsteps of Caesar in Gaul," by George R. Swain, *ibid.*, pp. 392-94, and XI (1903), pp. 416, 417; and "A Visit to the Battlefields of Caesar," by Walter Dennison, *ibid.* XIII (1905), pp. 139-49.

A recent topographical contribution, not mentioned by Holmes, is

CAESAR'S RHEINFESTUNG. By H. Nissen und C. Koenen. With 9 plates and 1 plan in the text. Bonn, 1899.

This monograph gives an account of the convincing results of excavations carried on from October, 1898, to March, 1899, just below Urmitz, on the left bank of the Rhine. This town is about half-way between Coblenz and Andernach. The excavations prove almost conclusively that this was the point at which Caesar built his second bridge across the Rhine in 53 B. C. Two kinds of construction are identified, one of smaller extent, the remains of a fort built by Drusus in the year 12 B. C., the other much larger and nearly semicircular in shape, belonging to the camp which Caesar established to defend the west end of the bridge. There are important considerations which make this identification extremely probable, and teachers may with confidence adopt this site. There is evidence at hand that the first bridge was built about three-quarters of a mile

below, just above the island of Thurmer Werth. Those who do not have access to the work of Nissen and Koenen can form an idea of its value from a review in the *Nation* LXXII (May 30, 1901), pp. 439, 440.

Inexpensive illustrative material is provided by

ANSCHAUUNGSTAFELN ZU CAESARS BELLUM GALLICUM. By L. Gurlitt. I, Castra Romana; II, Alesia; III, Caesaris cum Ariovisto colloquium; IV, Vercingetorix cum nonnullis principibus Gallorum; V, Exercitus Caesaris in Britanniam exponitur; VI, Avaricum a Caesare oppugnatum. Gotha: Perthes, 1898 and 1901. These plates are about 24×36 inches, are accompanied by a leaf of explanatory text, and cost about 60 cents each.

In the past five years many articles have appeared in American and English periodicals, some of which for lack of space may not even be mentioned here. Interesting is "Caesar's Account of the Animals in the Hercynian Forest (*De bello Gallico* vi. 25-28)," by Grace G. Begle, in the *School Review* VIII (1900), pp. 457-65, written in defense of Caesar's descriptions of these curious creatures. It is shown that the story is not at all absurd, when viewed in the light of early and contemporary knowledge. Teachers will read also with profit "Caesar's Conception of Fortuna," by W. W. Fowler, in *Classical Review* XVII (1903), pp. 153-56. Of a pedagogical nature and worthy of careful reading also are: "Caesar as a Text-Book," by F. H. Howard, in *School Review* V (1897), pp. 561-87, summarizing an important article in German on the propriety of retaining Caesar in the secondary school; "Caesar, or Substitutes for Caesar," by F. O. Bates, *ibid.* VIII (1900), pp. 324-30, in which the view is held that Caesar should not be abolished, but a considerable amount of easy Latin should precede; "The Reading of Second-Year Latin," by H. W. Johnston, *ibid.* X (1902), pp. 69-76, ascribing the lack of success in the second year to the failure of the teacher so to assign the lessons and conduct the recitation that the pupil may make adequate preparation, as he does for a lesson in algebra; and "The Nature of Culture Studies," by R. M. Wenley, *ibid.* XIII (1905), pp. 441-57—a common-sense statement by a professor of philosophy of the disciplinary value of classical study. This article is especially recommended to secondary teachers of

Latin for prayerful perusal. It will help to answer many questions put to them by solicitous but uninformed parents with reference to the advisability of their children studying Latin and Greek.

Of a general nature is "Extracts from a Teacher's Note Book," by John C. Rolfe, in the *Latin Leaflet*, 1905, Nos. 112-16, and "How Is the Classical Course to Be Made More Attractive to High-School Students?" in *School Review* XII (1904), pp. 365-70.

Teachers are also recommended to put in the hands of their pupils the interesting novel, *A Friend of Caesar*, by W. S. Davis (New York: The Macmillan Co., 1900). The story presents a faithful picture of the *Imperator*. It emphasizes his personal qualities, and will be read with delight and profit.